



## Free Special Education Resources, Consultation, Trainings Your Arizona Parent School Connection

### Positive Behavior Interventions and Supports (PBIS) and the IEP

Behavior is identified as how people act, function, and/or react in a particular situation. Children can have behaviors related to their disability that are considered inappropriate. When behaviors interfere with the child's or others' ability to learn, a functional behavioral assessment can be used to examine the behavior(s) and develop a positive behavior support plan to manage, replace, or eliminate or reduce the behavior(s). Children can be taught appropriate behavior skills once behaviors are analyzed and understood.

Once an inappropriate behavior or behaviors have been identified by the teacher, parent, or Individualized Education Program (IEP) Team, a Functional Behavior Assessment (FBA) can be requested. You can contact a Parent Information Network Specialist (PINS) for the *Sample Letter: Functional Behavioral Assessment Request* (SE14). This document provides information on FBAs and a guide on how parents can initiate a request. The Parent Information Network Clearinghouse (PINC) document *Functional Behavioral Assessment and Positive Interventions: What Parents Need to Know* (BR22) also offers good information on what to expect during this process.

As parents, you are an important part of the process because you have valuable information about your child no one else on the Team may have. Understanding the process will help you work more effectively with the rest of the Team. Here are some helpful tips on preparing for and participating in this process.

After the FBA has been conducted, ask that the results be shared with you prior to the IEP meeting. Think about what information you have to help the Team understand your child's behavior and help determine appropriate supports, include your child whenever possible.

- Make a list of your family strengths and what kind of support your family may need to address the behavior(s) at home.

- Determine your child's level of participation in the process and develop a plan for him or her to have meaningful involvement.
- Review the past progress of the child, and try to determine what worked and what did not work.
- Talk with related service providers, teachers, family members, or members of community agencies who are involved with your child and see what information they can provide.
- Write down any questions you have about the evaluation or the process.

Take notes during the meeting and include names of everyone participating. If anyone is new to the Team, ask for his or her name and position.

- Share your vision for your child's future and his or her strengths.
- Ask the other Team members to share their visions for a desirable future for your child.
- Ask any questions you have about the evaluation or any terms you do not understand.
- While talking about the evaluation and the results, ask if anyone disagrees with the results.
- Determine, with the Team, if the results of the evaluation accurately reflect your child's behavior and current level of functional performance.
- Discuss all current levels of performance that need specially designed instruction.

The Functional Behavioral Assessment should identify the **FUNCTION** of the behavior(s) in question. The following are some examples of the function of behaviors and appropriate interventions.

Behaviors can arise when the student is trying to **obtain** something through problem behavior. Here are a few examples of behavioral interventions.

- When the student seeks to obtain adult attention, feedback, or help:
  - ❖ Directly teach routines and expectations for accessing the teacher.
  - ❖ Make sure tasks and activities match the student's current ability.

- ❖ Directly teach steps for solving problems, in order to promote student independence.
- When the student seeks to obtain peer attention or social interaction with peers:
  - ❖ Directly teach relevant social interaction skills, practice in context, and give positive reinforcement when skills are used.
  - ❖ Teach all students about accepting and including others, and review these expectations frequently.
  - ❖ Teach all students words and strategies to use if others are trying to get their attention in an unwelcome way.

Behaviors can arise when the student is trying to **escape or avoid** something. Here are a few examples of behavioral interventions.

- When the student avoids situations, activities or work:
  - ❖ Teach appropriate ways to ask for a break or activity change.
  - ❖ Let students choose “time away” instead of escaping through problem behavior.
  - ❖ Teach all students about diverse abilities/needs; promote acceptance of others.
- When the student avoids unpleasant sensory or physiological sensations:
  - ❖ Provide ear plugs or ear phones if needed to block out auditory stimulation.
  - ❖ Give advance warning of fire alarms and loud noises.
  - ❖ Allow sunglasses, visor, hoodie, etc. to block out bright lights or visual stimulation.

The IEP Team will work together to identify the functions of the behaviors identified in the FBA; each student is unique and functions will vary.

Once the FBA has been examined and a target behavior(s) identified, a Positive Behavior Intervention Plan (BIP) should be developed using observable and measurable descriptions of the behaviors(s).

- Use descriptive words like kicking, hitting with hands, screaming, or throwing book.
- Do not use words that cannot be measured or observed like aggressive or frustrated.

- Give detailed conditions of where the behavior(s) most likely occur (i.e., recess, circle time, hallway, gym, or restroom).
- Give detailed conditions of when the behavior(s) occur (i.e., before music, during lunch, after eating, during math, etc.).
- Also, provide information about who is around when the behaviors occur like teachers, paraprofessionals, peers—identify specific peers.
- Identify alternative appropriate behaviors and assure a suitable match for age and environment.
- Consider strengths, interests and educational outcomes.
- At least two objectives should be written for every problem behavior, or more when appropriate.
  - ❖ One objective to decrease the problem behavior.
  - ❖ One objective to increase the desired replacement behavior.
- List criteria to measure success and include frequency, response, and duration.
- Develop a timeline for implementing the IEP and monitoring the student’s progress.
- Determine who will be collecting data and when, and include types of data collection and criteria for mastery of goals.
- Discuss with the IEP Team ways to incorporate PBS into daily routines, teaching new skills, and ensuring rewards and consequences.
- Discuss with the IEP Team any related services needed to ensure success (i.e., psychological services, social work services in school, parent counseling and training).
- Discuss with the IEP Team if any supplementary aids or services are needed (i.e., room or seating arrangement, assistive technology, self-management skills, peer support, training for any or all members of the Team).
- Discuss with the IEP Team the least restrictive and most inclusive environment that will provide appropriate individualized instruction.

For more information on Positive Behavioral Intervention and Supports, contact a Parent Information Network Specialist by calling toll-free 877-230-PINS (7467) or visit the Positive Behavioral Supports and Interventions of Arizona website at [www.pbisaz.org](http://www.pbisaz.org).

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